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ABSTRACT

The four colleges participating in the Associated Colleges of the St. Lawrence Valley initiated a project to stimulate the involvement of their faculty in the development of research, development, and evaluation projects on a scale comparable to that at larger institutions. The specific objectives were as follows: a) to organize and implement mechanisms and procedures to stimulate and promote the preparation and execution of proposals for educational research and development programs; b) to develop and support a program of seminars, workshops, and demonstrations devoted to communicating the basic and advanced methodology of educational research and research administration; c) to encourage faculty participation in such projects; and d) to initiate intercollege research, development, and evaluation projects that facilitate the cooperative use of existing specializations, facilities, programs, and research talents. To achieve these objectives, a project director and a consortium committee worked with interested faculty and staff in formulating research designs, program revisions, curriculum reforms, and evaluation procedures. The committee organized a series of approximately 26 seminars, workshops, conferences, and demonstrations dealing with research design, evaluation, research on college students, and innovative approaches to education. (Author/JA)

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FINAL REPORT

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Project No. IB 075

Grant No. OEG-2-710075

Fritz H. Grupe
Associated Colleges of the St. Lawrence Valley
38 Market Street
Potsdam, New York 13676

CONSORTIUM APPROACH TO STIMULATING EDUCATIONAL RESEARCH

December, 1972

U. S. Department of Health, Education, and Welfare

Office of Education

National Center for Educational Research and Development
(Regional Research Program)

SP 006 816

ABSTRACT

CONSORTIUM APPROACH TO STIMULTATING EDUCATIONAL RESEARCH

Dr. Fritz H. Grupe, Director
Associated Colleges of the St. Lawrence Valley
June 30, 1971 to December 30, 1972

The four colleges participating in the Associated Colleges of the St. Lawrence Valley initiated a project to stimulate the involvement of their faculty in the development of research, development and evaluation projects on a scale comparable to that of faculty at larger institutions. The specific objectives were:

1. To organize and implement mechanisms and procedures to stimulate and promote the preparation and execution of proposals for educational research and development programs.

2. To develop and support a program of seminars, workshops and demonstrations devoted to communicating the basic and advanced methodology of educational research and research administration.

3. To encourage qualified faculty and administrators to engage in educational research, development and evaluation projects.

4. To initiate inter-college research, development and evaluation projects which facilitate the cooperative use of existing specializations, facilities, programs and research talents.

To achieve these objectives, a project director and a consortium committee worked with interested faculty and staff in formulating research designs, program revisions, curriculum reforms and evaluation procedures. The committee organized a series of approximately twenty-six seminars, workshops, conferences and demonstrations dealing with research design, evaluation, research on college students and innovative approaches to education. Twenty-four seed grants were awarded to assist selected faculty who demonstrate particularly good ideas for implementation. Activities of the project were successful in creating inter-college cooperation in the preparation of proposal designs.

FINAL REPORT

Project No. IB 075

Grant No. OEG-2-710075

CONSORTIUM APPROACH TO STIMULATING EDUCATIONAL RESEARCH

Fritz H. Grupe
Associated Colleges of the St. Lawrence Valley
Potsdam, New York 13676

December, 1972

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. Department of
Health, Education, and Welfare

Office of Education
National Center for Educational Research and Development

I. PURPOSES OF THE PROJECT

The Associated Colleges of the St. Lawrence Valley was awarded Grant No. OEG-2-710075 to support the creation and establishment of an integrated series of programs to stimulate the development of educational research programs at its four member colleges. This report summarizes the results of the year and a half operation under the Regional Research grant. The objectives of the program were:

1. To organize and implement mechanisms and procedures to stimulate and promote the preparation and execution of proposals for educational research and development programs.

2. To develop and support a program of seminars, workshops and demonstrations devoted to communicating the basic and advanced methodology of educational research and research administration.

3. To encourage qualified faculty and administrators to engage in educational research, development and evaluation projects.

4. To initiate intercollege research, development and evaluation projects which facilitate the cooperative use of existing specializations, facilities, programs and research talents.

II. PROJECT IMPLEMENTATION

Objective 1: To organize and implement a continuing mechanism for stimulating and promoting educational research and evaluation within the Associated Colleges.

A Research Committee was established to carry out the project objectives. This committee acted as the primary planning group. The composition of the committee included a heterogeneous group of representatives (one from each institution) and a project director. The executive director of the consortium was the project director. In addition to planning and implementing the program, this group served as an intercollege communications link. They advised faculty and administrators on the development and improvement of educational research or development projects. In addition, the committee recommended, developed, and implemented suitable policies and practices concerning the administration of the program's seminars and workshops. They also reviewed applications for seed grants. The specific functions of the Research Committee included the following:

1. Obtaining suggestions for seminars, workshops and demonstrations that would be of value to consortium faculty.

2. Scheduling and administering the programs needed.

3. Preparing an orientation flyer (appended) that was needed to carry out the project.

4. To seek new areas for research and development and to bring these opportunities to the attention of appropriate faculty and staff.

Participation on the Research Committee constituted an assignment of approximately ten percent of each representative's annual work load. The project director committed twenty-five percent of his time to the project. The composition of the committee was as follows:

Dr. John Hall, Assistant Professor of Education, St. Lawrence University; B. A., M.Ed., University of Maine, Ed.D. University of Maryland.

Dr. Peter Quinn, Coordinator of Research, State University College at Potsdam; B.A., Boston College, Ed.D. University of Massachusetts.

Dr. Eugene M. Fodor, Assistant Professor of Psychology, Clarkson College of Technology; B. A., Ph.D. Cornell University.

Mr. Bruce Petrie, Director of Institutional Research, State University Agricultural and Technical College at Canton; B. S., M.Ed. Cornell University.

Other individuals within the member institutions assisted in the stimulation of educational studies and projects in specific areas.

Objective 2: To structure and implement a program of seminars, workshops and demonstrations devoted to communicating the basic and advanced methodology of educational research and to identify areas in which research and evaluation are needed.

The Research Committee and the project director initiated the Consortium Approach to Stimulating Educational Research Program by orienting faculty with the objectives of the CASER program through special flyers, newsletters, announcements and other periodic publications.

Utilizing consultants from within the consortium and from other institutions in the region, twenty-six (sixteen more than originally proposed) instructional programs were scheduled to inform interested individuals about a variety of research and evaluation techniques and innovative approaches to education that appeared to be of value to the participating institutions.

These educative programs included demonstrations, seminars, workshops and conferences. These sessions created an atmosphere supportive of educational research. Some of the sessions dealt with research project administration and the procedures for carrying out needed research in disciplines other than education or psychology.

Seminars were aimed at an introduction to a specific research problem and the opportunity to explore related concepts. The workshops focused on providing participants involvement in developing or working with specific research techniques or materials, or with interpreting various research instruments. Demonstrations acquainted faculty with those processes and results of research or development that are best explained by showing.

There are three major areas of interest to the member colleges for which sessions were scheduled. The basic theme was research design and proposal development. That is, there was pervading emphasis on the appropriate use of the several experimental designs, the use of specific instruments, the interpretation of data and the formulation of testable research hypotheses.

Research on college students was the second of the primary areas for program development. Utilization of instruments such as the College and University Environment Scales and the Institutional Functioning Inventory were considered in depth to permit participants to utilize these techniques for research studies. In addition to familiarizing faculty and staff with these instruments, other seminars focused on certain general research problem areas. Two major subdivisions emerged as being of great interest and institutional importance: (1) Institutional planning and research through WICHE and PLANTRAN were given particular stress and have laid the base for a continuing joint effort in the application of these systems; (2) Applications of computers to instruction and research programs were also given much importance as the result of a priority expressed by the Board of Trustees of the Association. The following programs were scheduled:

Mr. Robert M. Briber
Hudson-Mohawk Association of Colleges and Universities
"Cooperative Planning for Research and Development."

Dr. Benjamin Green,
Massachusetts Institute of Technology
"Producing and Evaluating Self-Paced Instructional Techniques."

Dr. Eldon Park
Educational Testing Services
"The Institutional Functioning Inventory and the Institutional Goals Inventory."

Dr. John Centra
Educational Testing Services
"The Student Instructional Report and the College Student Questionnaires."

Mr. Stanley Subarsky
Department of Health,
Education and Welfare
"Day Care Centers and 4-C
Policy Councils"

Dr. Michael Marien
Educational Policy Research
Center
Syracuse University

Dr. Charles Brockman
Amer. Telephone & Telegraph

Dr. William Van Wormer
Amer. Telephone & Telegraph
"Telephone Systems for Educa-
tional Programming and Admi-
nistration."

Mr. F. Gordon Lindsey
Clarkson College
"The WICHE Management Infor-
mation System" and "PLANTRAN:
Computer Planning Simulation,"
(seven sessions)

Dr. George Leppert, Dr. John Beamer
Clarkson College
"Project Agropolis: Computer
Modeling of Socio-Economic Systems"

Dr. Mildred Lamb
State University College at
Potsdam
"Computer Usage in Educational
Surveys"

Dr. Alex Chiccinelli
State University of New York
"The Utilization of WICHE
Management Information Systems"

Mrs. Sally Nelson
State University College at
Potsdam
"GPSS: A Simulation Language"
(three sessions

Dr. Roger Ming
New York State Education
Department

Dr. Donald Nasca
State University College at
Brockport
"Development of Teaching
Competency Evaluation Systems"

Dr. Stuart Sandow
Educational Policy Research
Center
Syracuse University

Dr. Leo Doherty
New York State Education
Department
"The Evaluation of Title III
(E.S.E.A.) and Other Educa-
tional Projects" (cancelled)

Dr. John Dalphin
Clarkson College
"Simulation and Simulation
Languages"

Dr. Victor Faubert
State University College at
Potsdam
"Computer Usage in English
and Modern Languages"

Dr. Herbert Helbig, Dr. John Love
Clarkson College
"Mini-Computers in the Science
Laboratory"

Mr. Richard Conklin
IBM
"Interactive Computer Terminals
and Networks in Education"

Dr. Earl Hultberg
State University College at
Potsdam
"Music and the Computer"

Dr. J. Ronald Fraser
Clarkson College
"Time-Sharing Terminals as
Statistical Laboratories"

CASER also developed methods by which the impact of these programs can be extended. The project director and the Research Committee have:

Assisted institutional and educational researchers to develop, design, carry out and interpret research studies.

Coordinated and publicized research and development seminars.

Disseminated information about research and program support services which can be drawn upon for assistance.

Assisted faculty and administrators in obtaining outside funding for educational research and evaluation projects.

Under this program, seed grants of up to $250 were awarded to selected faculty and administrators who wished to develop research or evaluation proposals. The seminars and workshops stimulated their interest in correlated studies, but seed grants permitted interested investigators to obtain minimal amounts of financial support needed to permit them to prepare a quality proposal. The seed grants aided them in obtaining consultative assistance, travel funds, secretarial assistance or reference data, but were not used as honoraria for the investigators. The Research Committee provided and reviewed seed grant application forms. The review process was of value to the researchers since the Committee offered appropriate recommendations and reactions while the proposal was still in its formulative stage. The coordinators came from a variety of backgrounds, so the evaluation requisite to the approval of all applications provided advice from divergent perspectives. Criteria to be used in evaluating the seed grants included a review of:

The applicant's capacity for undertaking the study.

The soundness of the study.

The generalizability of the expected results.

The applicability of the results to improved educational theory or practice.

Thus, the review process became the basis upon which the Research Committee effectively aided their faculty in preparing quality proposals. This aspect of the program was of great importance toward enabling most faculty at small colleges to structure proposals that are competitive with those of faculty at larger institutions where greater research resources are available. It also led to some communications between participating colleges to coordinate proposal submissions and to begin intercollege assistance on proposal submissions. A complete list of the seed grants awarded is appended, as is a summary chart describing the results of the effort.

It should be emphasized, however, that the seed grants, the seminars, and the activities of the project director were quite productive in stimulating institutional and extra-mural financial support for projects. Although the workshops and seminars were useful, many of these sessions did not terminate in direct successes. Consequently, approval was obtained to redirect some of the funds available for these educational programs into seed grants.

In summary, nineteen formal proposals were developed as a result of seed-grant activity. Several of the seed grants have not yet been completed, so that it is difficult to provide a final figure in this regard. Similarly, eleven research papers were also completed by the project director and the seed grant recipient. In addition, one of the coordinators has also published a paper on teaching centers. Thus far, $104,000.00 has been committed to the implementation of the projects proposed. This is a considerable return on less than $3,700.00 in seed grants. Several of the projects will continue behond this year and are eligible for continued funding. The sum noted includes only "hard cash" received and does not include the indirect contributions made by the institutions when courses were put into effect or when released time was provided.

Objective 3: To initiate intercollege research and evaluation projects which facilitate the cooperative use of existing specializations, facilities, programs and research talents.

A significant aspect of CASER was to have been the strengthening of the interrelationship of the member colleges. Since the Associated Colleges is a relatively new organization, many significant cooperative arrangements being planned are still to be completed. Although a number of promising starts have been made, most of these relate to operational programs such as computer facilities, cross registration, television systems, etc. CASER was the first to relate itself specifically to research. This appears to have been an unusually fertile ground for action, however. The close proximity of the institutions, the availability of specialized projects,facilities and personnel, and the institutional commitments to supporting research activities makes it likely that joint research or research-related projects and cooperative agreements can continue to be structured in the future. The coordinated use of sponsored research personnel, institutional researchers, and testing materials, for instance, have been shown to be very possible.

Very useful advances in interinstitutional cooperation have been demonstrated as the result of CASER. Clarkson College of Technology has led the way in providing for a continued use of the PLANTRAN computer modeling system as the basis for institutional research.

A major effort in developing a new system of teacher

certification was also instituted as a result of approval by the New York State Education Department. This approval included an early appropriation of $8,000.00 annually through 1975/76. These sums will be directly applied toward consultative assistance and staff needs in developing this system.

The Associated Colleges will be the sponsor for the establishment of a health education consortium which involves three of its institutions as well as a number of other college and community organizations. The grant for this program totals approximately $45,000.00 during the first year of operation and is expected to continue for an additional three years.

A committee looking into the prospects of establishing an environmental education center has received tentative approval from the New York State Department of Environmental Services to utilize a 300-acre site within the wild-life management preserve for its activities. Although a direct grant of funds is not involved, the reservation of this site represents a sizeable financial commitment.

Although a proposal for a study of the potential for cooperation between the teacher education departments of the member colleges was not approved under the regional research program, these departments have begun cooperating in the placement of student teachers and in providing for the exchange of tuition waivers given to participating teachers.

One of the first seminars held focused on the establishment of a day care center. Although the Associated Colleges has not been involved in the continuation of this concept, a community committee working with faculty members as individuals has developed such a program under independent auspices.

Another seminar centered on the use of telephone facilities as instructional and administrative aids. The telephone company had been working on a proposal in this area and the project director has contacted the State University Central Administration about the potential for instituting a telephone network in the future.

Focus was given by another seminar to individualized instruction through the use of the so-called "Keller Plan." At the present time the Mathematics Department at Clarkson College has instituted such a program and is providing information about its operation to the mathematics departments at the other institutions.

A seed grant that was given to a two-college group to explore the possibilities for cooperating in the area of electronic music has also been productive. One of the key investigators of that project received a summer fellowship in electronic music composition, and in offering educational

programs for music majors. An electronic music laboratory has been built into the new Crane School of Music building with a sizeable commitment of funds. An electronic music course had been offered during the spring semester, and a number of students from Clarkson College are engaged in working with the Music Department at State University College at Potsdam on technical problems.

The only approved seed grant which did not lead into any notable programs or successful outcomes was that which had been given to look into the prospects of offering external degrees within the consortium.

A number of projects have not had enough time to develop sufficiently to permit an accurate evaluation of their potential and long-term outcomes. Specifically, the seed grants provided for the establishment of a teaching materials center, the development of a competency-based internship, the implementation of a consortium training program, and the implementation of a computer training program: these are contained either in proposals which are still under review by funding agencies or have not yet reached the proposal stage since they were only recently awarded.

III. BUDGET

The budget for project CASFR was originally granted for one year. It had been hoped that the project could have been a three-year program but this was not possible under the guidelines for the regional research program. Consequently the project did not have a cumulative effect which it might have had as originally proposed. It was necessary, however, to request an extension of six months to permit all of the seed grants to be expended and for an accurate appraisal to be made of the majority of seed grants which were awarded. The funds were expended in the following manner:

Direct Costs	U. S. Office of Education Contribution
1. Project Director	$ 1,000.00
2. Coordinators (Research Committee)	800.00
3. Secretary	850.00
4. Fringe Benefits (15%)	270.00
5. Travel	346.00
6. Seed Grants	3,635.00
7. Consultants' Lodging and Travel	970.00
8. Meetings, Seminars, Workshops, etc.	454.00
9. Materials and Supplies	325.00
10. References	331.00
11. Publications	242.00
12. Communications	477.00
Total Federal Funds Expended	$ 9,700.00

IV. SUMMARY

The overriding objective of CASER was to initiate research, development, and evaluation proposals among faculty in the small colleges which constitute the Associated Colleges of the St. Lawrence Valley. As noted above, this objective has been met very successfully. CASER has been a major asset to the Associated Colleges as a basis for maintaining a cross-fertilization of ideas among the campuses. It has led to substantial funding for many of the projects which were initiated under it.

To the extent that it is possible to do so, the Associated Colleges will continue to attempt to achieve the objectives of CASER. The consortium has been using its own faculty for many seminars related to educational problem solving and this implementation will continue. The consortium likewise will attempt to continue to support project ideas with such seed-grant monies as are available to it.

Because the program lasted only one year instead of the three originally proposed, CASER was less successful in establishing formal procedural mechanisms for cooperation in the area of educational research administration. It should be noted, however, that Clarkson College has provided assistance to St. Lawrence University in the preparation of some of its proposals to the National Science Foundation and a Proposal Clearance Committee has been organized to coordinate the submission of proposals developed by the consortium with those being submitted by the individual member institutions.

The Project Director has participated on a committee of the State University College at Potsdam in its search for a director of sponsored research. During the period of time CASER was in effect, State University Agricultural and Technical College at Canton established a new position of director of sponsored research.

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APPENDIX A

CONSORTIUM APPROACH FOR STIMULATING EDUCATIONAL RESEARCH

THE ASSOCIATED COLLEGES
OF THE
ST. LAWRENCE VALLEY

THE ASSOCIATED COLLEGES OF THE ST. LAWRENCE VALLEY

In January of 1970 the Associated Colleges was incorporated to increase the level of cooperation between its member institutions. Although the four colleges comprising the consortium are notably different from one another in the kinds of programs they offer, in the students they enroll and in the institutional goals they strive to achieve, many significant common grounds are being identified in which combined actions will lead to greater accomplishments than could have been realized independently. For instance, concern for the educational process is of primary importance to each of the institutions despite their differences. The project described in this brochure builds on this concern in the belief that more faculty and administrators could and would participate in advanced research and development activities related to educational problems if some limited amounts of assistance were provided to them. Project CASER was undertaken to test this belief.

THE ROLE OF A COLLEGE ASSOCIATION FOR STIMULATING EDUCATIONAL RESEARCH (CASER)

Under a grant from the Regional Research Program of the U.S. Office of Education the four colleges participating in the Associated Colleges will attempt to encourage the increased involvement of their faculty in the creation of more extensive and higher quality research, development and evaluation projects. The specific objectives are:

* To organize and implement mechanisms and procedures to stimulate and promote the preparation and execution of proposals for educational research and development programs.

* To develop and support a program of seminars, workshops and demonstrations devoted to communicating the basic and advanced methodology of educational research and research administration.

* To encourage qualified faculty and administrators to engage in educational research, development and evaluation projects.

* To initiate inter-college research, development and evaluation projects which facilitate the cooperative use of existing specializations, facilities, programs and research talents.

RESEARCH COMMITTEE

Primary planning for CASER will be carried out by representatives from each institution and the consortium director. In addition to implementing the programs, this group will act as an inter-college communications link. They will recommend and implement suitable policies and practices to attain the project's objectives. They will review applications for seed-grants and will organize seminars, workshops and demonstration sessions. The members of the committee will disseminate information regarding seminars and workshops being held and will act as advisors to faculty who request assistance in research design or proposal submission. The research committee is composed of:

Dr. Eugene Fodor, Clarkson College of Technology
Dr. John Hall, St. Lawrence University
Mr. Bruce Petrie, S.U.N.Y. Agricultural and Technical College at Canton
Dr. Peter Quinn, S.U.N.Y at Potsdam
Dr. Fritz H. Grupe, Associated Colleges of the St. Lawrence Valley (Project Director).

EDUCATIONAL PROGRAMS

Utilizing consultants from within the consortium and from other institutions in the region, from ten to fifteen instructional programs will be scheduled to inform interested individuals about a variety of research and evaluation techniques and innovative approaches to education that appear to be of value to the participating institutions. These educative programs will include demonstrations, seminars, workshops and conferences. These sessions will assist in creating an atmosphere supportive of educational research. Some of the sessions shall deal with research project administration and the procedures for carrying out needed research in disciplines other than education.

Seminars will generally be aimed at an introduction to a specific research problem and the opportunity to explore related concepts. The workshops will focus

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EDUCATIONAL PROGRAMS

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* Seminars will generally be aimed at an introduction to a specific research problem and the opportunity to explore related concepts. The workshops will focus on providing participants involvement in developing or working with specific research techniques or materials, or with interpreting various research instruments. Demonstrations will acquaint faculty with those processes and results of research or development that are best explained by showing. Conferences deal with the synthesis of several presentations related to a broad problem.

There are three major areas of interest to the member colleges for which sessions are to be scheduled. The basic theme will be research design and proposal development. That is, there will be pervading emphasis on the appropriate use of the several experimental designs, the use of specific instruments, the interpretation of data and the formulation of testable research hypotheses.

Research on college students will be the second of the primary areas for program development. Utilization of instruments such as the College and University Environment Scales and the Institutional Functioning Inventory would be considered in sufficient depth to permit participants to utilize these techniques for research studies. In addition to familarizing faculty and staff with particular instruments, other seminars will focus on certain research problem areas for the purpose of identifying and critiquing various approaches that have been taken in regard to analyzing problems such as the attrition of college students.

Course and program evaluation will be the third major theme for program development. Emphasis placed on this aspect of research should assist in the creation of viable evaluation projects.

The Cooperative Educational Research Program will also develop routinized methods by which the impact of these programs can be extended. The project director and research committee will:

* Assist institutional and educational researchers to develop, design, carry-out and interpret research studies.

* Coordinate and publicize research and development seminars.

* Disseminate information about research and program support services which can be drawn upon for assistance.

* Assist faculty and administrators in obtaining outside funding for educational research and evaluation projects.

* Identify researcher needs within the colleges and recommend actions and policies needed to facilitate research.

SEED GRANTS

Through the CASER project a limited number of seed grants will be made available to selected faculty and administrators to initiate the preparation of proposals which deal either with research and evaluation of educational programs, or with the implementation of innovative approaches to education. Up to $250 will be awarded to permit investigators to obtain counsultative assistance, travel funds, secretarial assistance or reference data basic to the formulation of a well constructed proposal. Seed grants may not be used as honoraria for the investigators. The Research Committee will review all applications submitted. Criteria used to evaluate applications will include such items as the applicant's capacity for undertaking the project, the soundness of the idea, the importance of the problem identified and the value of the anticipated results. It is expected that some of the grants will support some projects that emerge from training sessions scheduled. Others may involve faculty from several colleges. Most projects will be conducted by a single individual. Application blanks can be secured from any member of the Research Committee.

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Associated Colleges of the St. Lawrence Valley
38 Market St.
Potsdam, N.Y. 13676
315-265-2790

APPENDIX B

SEED-GRANT RECIPIENTS

Dorothy McGeoch, SUCP
Feasibility of Establishing A Graduate Internship Program Organized Upon Competency Based Criteria

C. Thos. Bailey, SUCP
Curriculum Development for Our Cultural Heritage

John R. Tabori, CCT
Cognitive Models and International Conflict

Richard E. Partch, CCT
Teaching Chemistry with Video-Tape

Richard E. Merchant, SUCP
Special Education Program for the Hard-of-Hearing and Development of Divergent Thinking in the Deaf Child

Laraine M. Glidden, CCT
The Effectiveness of Small Instructional Groups in Facilitating Student Performance in Large Lecture Courses

Adelord S. Blanchard, ATC
A Comparative Analysis of H.S. and Jr.College Preparation of Secretarial Graduates

William H. Lyman, CCT
The Establishment of a Cooperative Computer Center

John Hall, SLU
A Comparison of the Level of Examination Questioning Offered the College-bound Student and the Non-College-bound Student by Tenured and Non-Tenured Teachers

Wilma Cummins, ATC
Evaluation of a Library Orientation Program for Freshmen Students

Milton Stombler, SUCP
Physics In Medicine Course

Daniel H. Sullivan, SUCP
Development of Counseling Model

Robert K. Throop and Clayton Farrall
A Feasibility Study for the Establishment of a Learning Disability Center

Harold F. Robert, SLU
Development of a Competency Based System of Teacher Certification

Bernard F. Lammers, SLU
Development and Evaluation of an International Seminar

David Iselin, CCT
A Study of the Relationship Between Grading Practices and Knowledge Retention

Carl Glennister, ATC
A Cooperative Institutional Research Project Utilizing American College Testing Program Materials

Robert E. Johnson, SUCP
An Investigation of Advanced Nursing Education Needs in the Northern Region of N.Y.S.

E. A. Vincent-Barwood, ATC
An Evaluation of the Feasibility of Instituting a Consortium Telephone Network

Gary E. Zimmerman, SUCP
An Instrument of Evaluating Learning Outcomes in Dormitory Resident Assistant's Leadership Training Programs

APPENDIX B
(continued)

Intercollege Committee
Exploration of the Potential for Organizing External Degree Opportunities in the North Country

Kermit Morgan, ATC, and John Green, SLU
An Evaluation of the Feasibility of Establishing A Conservation Education Center

Robert B. Mero and Donald Funes, SUCP
A Pilot Study of the Feasibility of Establishing A Two-College Electronic Music Laboratory

Peter Quinn, SUCP
A Study of the Effect of Program Format on Student Teachers' Opinions

- -

Project Director Efforts without Seed Grants
Interinstitutional Cooperation at the Departmental Level (Booklet)

"Consortium Priorities" (Research Reported at the University of California at Berkeley)

"Management of Consortium Priorities" (Submitted for publication)

Teacher Education Cooperation (Proposal)

Study of Regional Arts and Arts Education (Proposal)

Consortium Training (Proposal)

Program to Consolidate Educational Resources (Proposal)

"Regionalism: A Plethora of Questions" (Published by the Danforth Foundation)

"Founding Consortia: Idea and Reality" (Published in the Journal of Higher Education

"Consortium Planning" (Published in Planning and Changing)

APPENDIX C

Name	Grant Expended	Project	Proposal(s)	Research Paper	Funding	Remarks
Barwood	$ 142	Ed. Comm. Study	X (2)		Institutional	Completed as a non-funded, student-aided study
Blanchard	200	Comp. Study of Sec. Grads.	X	X	VEA $2,500	Completed as a doctoral dissertation
Glidden	200	Instructional Effectiveness		X	Institutional	Completed with seed grant, paper submitted for publication
Lyman	55	Computer Coop. Study	X (2)		Pending EPDA	Original proposal was for research; second proposal is for training
Merchant	189	Spec. Ed. Programs	X	X	ESEA $27,320	Being implemented
Tabori	200	Int.Relations Stimulation	X		Institutional	Offered as a course
Lammers	200	Field Seminar	X		Institutional	Offered as a course for to interterms
Throop) Farrall)	200	Learning Disab. Survey		X	Under development	Led to externally funded conference; study completed.
Intercollege Committee	130	External Degree				No tangible outcome
Partch	200	Teaching Chem. via TV				No tangible outcome

APPENDIX C
(continued)

Name	Grant Expended	Project	Proposal(s)	Research Paper	Funding	Remarks
Stombler	$ 125	Physics in Med.Course	X		Institutional	Offered as a course; proposal under review by Regional Medical Program
Quinn	-	Stud. Tch. Format Study				Recently initiated
Cummins	200	Lib.Orientation Materials	X		Pending SUNY	Initial development completed
Sullivan	200	Counseling Model	X	X		Being completed as doctoral dissert.
Zimmerman	91	Study of Resid. Assist. Trg.		X		Local evaluation study completed
Funes	200	Establ. Elect. Music Lab.	X		Institutional	Received summer fellowship;major lab to be constructed with about $25,000 in equipment
Iselin		Study of Gradg.				No tangible outcome
Hall	200	Study of Tch. Questions		X	Institutional	Completed with grant
Morgan	200	Env. Ed.Center	X		Pending N.Y.State	Approved to utilize Wildlife Management Preserve as Center
Throop	250	Est.Tch.Center			Institutional	Proposal under development; space made available

APPENDIX C
(continued)

Name	Grant Expended	Project	Proposal(s)	Research Paper	Funding	Remarks
Robertson	$ -	Comp.Based Tch. Educ.	X		$16,000 N.Y.State	Expected to continue at $8,000 per year until 1975/76
Johnson	75	Health Ed.	X		$44,000 R. M. P.	Expected to continue at same level until 1975/76
McGeoch	200	Comp.Based Internship				Under development, recently initiated
Grupe - Project Director		Interinstnl Coop. and Cons.Prior.	X	X	$ 4,170 Esso Fndtn	
		Founding Consortia		X		
		Tch.Edu. Coop.Study	X		None	Led to joint placement of student teachers
		Study of Reg. Arts & Edu.	X	X	$10,000 HUD	
		Regionalism: Pleth.of Ques.		X		Danforth Foundation booklet
		Cons.Trng	X		Pending EPDA	
		Cons.Plng		X		

Summary: 1. 19 formal proposals thus far
2. $103,990 received thus far from non-institutional sources
3. 11 Papers published or submitted for publication